



Indiana Department of Education

High Ability Language Arts Curriculum Project

Mini Unit 5 Grade Level: 5th

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Indiana Academic Standards 2014

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This High Ability Language Arts Unit has been developed to provide equity and supporting materials to help educators successfully implement the Indiana Academic Standards 2014. Use of these resources is optional – teachers should decide which resources will work best in their school for their students. This resource document is a living document and will be frequently updated. Please send any suggested links and report broken links to Amy Marschand, High Ability Education, Indiana Department of Education, marschan@doe.in.gov

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INTRODUCTION FOR MINI UNIT

This mini unit is designed to address Indiana Academic Standards that were included in the State of Indiana 5th Grade High Ability Unit, but that will require additional attention during the school year. These nine lessons may be completed sequentially as a mini-unit, or they may be divided into subgroups that can be pulled out and used at any time during the school year.

- Lessons 1, 2, 3 - This triad of lessons involves a short story reading, a multimedia experience, and narrative writing around O. Henry's "Ransom of Red Chief," a classic short story.
- Lessons 4, 5, 6 - Integrating science standards on the solar system, this group of lessons incorporates research, informational/expository writing, and speaking listening skills. Students will track speaker's details of a TED Ed talk on the possibilities of extraterrestrial life.
- Lessons 7, 8, 9 - These lessons address persuasive/argumentative writing on the topic of year-round school. Students will research the topic, hold discussions that cite reasons and evidence for their viewpoint, and then finalize an opinion piece of writing.

OVERVIEW OF CONTENT, INCLUDING CONCEPT

The content of the unit was chosen for its challenging nature as well as its availability for little or no cost to teachers or schools. O. Henry's short stories are free and available online through The Literature Network, and other classic literature databases. The science content is aligned to Indiana Standards, and the state's 5th grade adopted science textbooks can serve as a starting point for the informational text comparisons. Additional Internet sources and the school library's resources will provide references for research. Some suggested readings regarding year-round school are Internet links, and, in the lesson, students are encouraged to interview educators and parents to glean additional support for their claim.

The lessons in this mini unit can be taught under the umbrella concept of structure: structure of a short story; structure of informational text; structure of our Universe, structure of a news broadcast, and structure writing – narrative, expository, and persuasive. Because of its ubiquitous nature, the concept of structure can help "structure" the lessons in a variety of ways.

A teacher may wish to explore the concept of structure in a formalized fashion, as designed in the Indiana High Ability Language Arts Unit for 5th grade, or she may simply emphasize the concept of structure in each of the mini-unit lessons. Notes about concept are provided in several of the

lessons.

Each lesson overview includes a quotation that relates to the lesson. At the teacher's discretion, the quotation may be referenced in the lesson's discussion questions, or it may serve as a writing reflection for students. Teachers may wish to use it as a journal prompt, or it may be used in a more formal fashion, depending upon need.

GOALS AND OBJECTIVES

This mini unit provides lessons and products that specifically address the following standards:

- **5.RL.2.1:** Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
- **5.RL.2.3:** Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.
- **5.RL.3.2:** Describe how a narrator's or speaker's point of view influences how events are portrayed.
- **RL.5.7:** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- **5.RL.4.1:** Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.
- **5.RN.3.2:** Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.
- **5.RN.4.2:** Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.
- **5.RV.1:** Build and use accurately general academic and content-specific words and phrases.
- **5.RV.2.1:** Select and apply context clues (e.g., *word, phrase, sentence, and paragraph clues*) and text features to determine the meanings of unknown words.
- **5.RV.2.2:** Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
- **5.RV.3.1:** Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., *similes, metaphors, hyperbole, or allusion*).
- **5.RV.3.2:** Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
- **5.RV.3.3:** Analyze the meanings of proverbs, adages, and idioms in context.
- **5.W.3.1:** Write persuasive compositions in a variety of forms that
 - Clearly present a position in an introductory statement to an identified audience.
 - Support the position with qualitative and quantitative facts and details from various sources, including texts.
 - Use an organizational structure to group related ideas that support the purpose.
 - Use language appropriate for the identified audience.
 - Connect reasons to the position using words, phrases, and clauses.
 - Provide a concluding statement or section related to the position presented.
- **W.5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **5.W.4:** Apply the writing process to –
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., *quality of ideas, organization, sentence fluency, word choice*); and edit writing for format and standard English conventions.

- Use technology to interact and collaborate with others to publish legible documents.
- **5.SL.3.2:** Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.
- **5.ML.1:** Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.
- **5.ML.2.1:** Review claims made in various types of media and evaluate evidence used to support these claims.
- **5.ML.2.2:** Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.

DESCRIPTION OF ASSESSMENTS/ FINAL PRODUCTS

The following assessments and products are included in the lessons:

- Lesson 1
 - Vocabulary and Guided Reading Handout
 - Short Story Assessment and Rubric
- Lesson 2
 - Comparison Graphic Organizer
 - Opinion Paragraph Writing and Rubric
- Lesson 3
 - Narrative Writing and Rubric Exemplars
 - Peer Editing Checklist for Sensory Details
- Lesson 4
 - Research Log
 - Editing Handout
 - Expository Writing and Rubric
- Lesson 5
 - Summarizing Key Points Handout
- Lesson 6
 - Graphic Organizer
 - Oral News Broadcast
- Lesson 7
 - Research Log
- Lesson 8
 - Discussion Web
- Lesson 9
 - Hamburger Model Graphic Organizer
 - Persuasive Writing and Rubric

UNIT OVERVIEW BY LESSON

Lesson Number	Lesson Title and Brief Description	Readings/ Resources Used	Indiana Standards
1	<i>Exploring Short Story: "The Ransom of Red Chief"</i> Learning about characterization and point of view in short works of literature	"The Ransom of Red Chief" by O. Henry Vocabulary and Guided Reading Handout Short Story Assessment and Rubric	5.RL.1, 2.1, 2.3, 3.2 5.W.1, 3.1, 4, 5, 6.2 5.RV.1, 2.1, 2.2, 3.1, 3.3 5.SL.2.1 – 2.5
2	<i>A Multimedia Experience</i> Analyzing how multimedia contributes to the tone, meaning, and beauty of text	Movie version of the short story (options provided) Comparison Graphic Organizer	5.RL.4.1 5.W.1, 3.1 5.SL.2.1-2.5 5.ML.1
3	<i>Mischievous Mini-Memoir</i> Writing a short narrative/memoir	Excerpts from a variety of memoirs (suggestions provided) Writing Assignment Handout Sensory Details Editing Handout	5.W.1, 3.3, 4, 6.1, 6.2 5.RV.1, 2.1, 2.2, 3.1, 3.3 5.SL.2.1-2.5
4	<i>Becoming a Solar System Scholar</i> Research and expository writing	Science textbook Access to the school media center or a variety of solar system books on a cart Computers/Internet A variety of internet sites about the solar system (provided) Structuring My Research Handout Research Log Handout Editing Handout Expository Writing Rubric	5.RN.1, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2 5.RV.1, 3.2 5.W.1, 3.2, 4, 5, 6.1, 6.2 5.SL.2.1-2.5
5	<i>Where Are the Aliens?</i> Listening to and summarizing a speaker's key points	TED-Ed talks (provided) Summarizing Key Points Handout Computers for each student (optional)	5.SL.1, 2.1-2.5, 3.1, 3.2 5.ML.1, 2.1, 2.2

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6	<i>And Now for the News</i> Using facts and details from previous research, along with a little imagination, to present a news broadcast.	Access to computers with presentation software Problem Statement Handout	5.RN.3.1, 4.2 5.SL.1, 2.1-2.5, 4.1, 4.2 5.ML.1, 2.1, 2.2
7	<i>The School Calendar Debate</i> Gathering facts to support an opinion regarding year-round school schedules	Online resources – suggested Access to computers with internet Research Log Handout	5.RN.1, 2.1, 2.2, 3.1, 3.3, 4.1, 4.2
8	<i>Considering All Sides</i> Using a discussion web to consider both sides of an issue	Discussion Web Handout	5.SL.1, 2.1-2.5, 3.2, 4.1
9	<i>A Well-Written Argument</i> Supporting an opinion in writing	Hamburger Model Handout Persuasive/(Argumentative) Writing Rubric	5.W.1, 3.1, 4, 5, 6.1, 6.2 5.RV.1 5.SL.2.1-2.5

LESSON NUMBER 1

LESSON TITLE: "EXPLORING SHORT STORY: 'THE RANSOM OF RED CHIEF'"

I. OVERVIEW OF THE LESSON

"Inject a few raisins of conversation into the tasteless dough of existence." O. Henry

- Learning about characterization and point of view in short works of literature

*A note about the concept of structure: Consider the concept of **structure** through the elements that an author uses in short stories and novels: plot, point of view, character development, setting, and stylistic devices (humor, irony, hyperbole etc.). These work in tandem to create the structure of a story.*

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

- To analyze short story structure and character development
- To analyze how point of view influences events in a plot

III. INDIANA ACADEMIC STANDARDS

- 5.RL. 1, 2.1, 2.3, 3.2
- 5.W.1, 3.1, 4, 5, 6.2,
- 5.RV.1, 2.1, 2.2, 3.1, 3.3
- 5.SL.2.1-2.5

IV. INSTRUCTIONAL TIME NEEDED

- 2-3 class periods

V. GROUPING ARRANGEMENTS

- Individual reading of the short story
- Whole and small group discussions
- Independent completion of Story Structure Worksheet

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

- "The Ransom of Red Chief" by O. Henry
 - <http://www.online-literature.com/donne/1041/> (The Literature Network)
 - <http://www.readprint.com/work-814/The-Ransom-Of-Red-Chief-O-Henry> (Read Print)
- Vocabulary and Guided Reading Handout
- Short Story Assessment and Rubric

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

Period 1

- Students may be introduced to O. Henry through this short biography:
<http://www.readprint.com/author-45/O-Henry-books> (Read Print)
 - Teachers may wish to emphasize O. Henry's narrative style that incorporates every-day characters and ironic plot twists.
- As a hook, ask students to read with an eye for the author's use of humor, hyperbole, and irony. Define these terms, as needed.
- Students may complete the Vocabulary for Comprehension sheet as they read, noting any words that were still unclear from context.

Period 2

- As a whole group, clarify any vocabulary that poses difficulties.
- In small groups, the students will answer the questions on the Guided Reading Handout and share ideas prior to assessment.
- Returning to whole group, debrief and answer any lingering questions. Additional discussion questions include the following:
 - Compare the characters of Sam and Bill. In your opinion, who is the better villain and why?
 - Kidnapping is a serious crime. Why did O. Henry treat it in such a dismissive fashion?
 - Consider how Mr. Dorset felt about his son. What commentary on parenting might O. Henry be making in this story?
- Students may need a second reading of the story due to its complexity. Scaffold as necessary. There is a creative commons mp3 version of the story through librivox.org.
http://www.jerrycavanaugh.com/audio%20files/ransom_red_chief_henry_ce_64kb.mp3

Period 3 (if necessary due to time for scaffolding)

- Students will independently complete the Story Structure Assessment and submit it.

VIII. HOMEWORK

- Period 1 Homework – Finish reading the story using the Guided Reading Handout.
- Period 2 Homework – Complete the Short Story Assessment.
- Begin thinking about a “mini-memoir” topic to be addressed in Lesson 3: *Were you ever a bit naughty for a babysitter, grandparent, aunt, uncle, teacher, or even mom or dad?* If possible, ask the other person involved to share his/her perspective of the circumstances surrounding that time.

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES**X. LESSON HANDOUTS OR ASSESSMENTS**

- Handout 5 M 1.1 Guided Reading Handout
- Handout 5 M 1.2 Short Story Assessment and Grading Rubric

Handout 5 M 1.1 Guided Reading Handout Name _____**“The Ransom of Red Chief” by O. Henry**

Vocabulary or phrase (in order of appearance)	Got it from context.	Need help!	Notes, questions, meanings
“flat as a flannel cake”			Flat as a pancake
undeleterious			
philoprogenitiveness			Love of children/offspring
lackadaisical			
diatribe			
bas-relief			Projecting slightly outwards (refers to Red Chief's freckles)
reconnoitre (reconnoiter)			
contiguous			
yeomanry			
“sylvan attitude of somnolent sleepiness”			Relating to the forest and its sleep-inducing, restful qualities
peremptory			
subjugated			
depredation			
cauterised (cauterized)			
impudent			

- How would you describe Bill?
- Who is the narrator, and what is his relationship to Bill?
- Who is Red Chief?
- Why do the men want to kidnap this particular boy?
- What incident foreshadows that the would-be kidnappers might be in for some trouble if they go through with kidnapping this boy?
- Identify irony in this story as it relates to the following ideas:
 - The name of the town is Summit.
 - The boy “catches Bill (a kidnapper!) neatly in the eye with a piece of brick”.
 - The boy says he has “never had such fun in all my life”.
 - Mr. Dorsett makes a counteroffer to the kidnappers.
- A literary allusion is a figure of speech that refers to people, places, or events in history, other works of literature, art, etc. What are some allusions in this story?
- How do the men convince the boy to go home with them?
- Why do the two men have to return Red Chief to his home at night?
- How does the point of view of the narrator affect the story line?

"The Ransom of Red Chief" by O. Henry

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Short Story Assessment Rubrics (To be given to students prior to the assessment.)

Teacher may assign point values to each question.

Questions #1 and #2

	Exemplary	Satisfactory	Needs Improvement
Introductory Sentence	Introductory statement restates the question or addresses the prompt clearly and accurately.	Introductory statement leaves doubt regarding the question that is to be addressed.	Introductory statement is missing or unclear in nature.
Textual Evidence	At least three pieces of strong textual evidence support the claim made in the introductory statement	At least two pieces of strong textual evidence support the claim.	One piece of textual evidence supports the claim or evidence is weak.
Writing Conventions	Writing is free of major convention errors.	1-2 errors that do not affect meaning	3 or more errors, or errors detract from meaning

Question #3

Student demonstrates an understanding of irony through the original example given. The sentence includes information that explains that understanding, as in the example.

LESSON NUMBER 2**LESSON TITLE: "A MULTIMEDIA EXPERIENCE"****I. OVERVIEW OF THE LESSON**

"Books and movies are like apples and oranges. They both are fruit, but taste completely different." -Stephen King

- Analyzing how multimedia contributes to the tone, meaning, and beauty of text

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

- To compare plot structure and character development in a multimedia version to that of the text
- To analyze how point of view influences events in a plot

III. INDIANA ACADEMIC STANDARDS

- 5.RL.4.1
- 5.W.1, 3.1
- 5.SL.2.1-2.5
- 5.ML.1

IV. INSTRUCTIONAL TIME NEEDED

- 2 class periods

V. GROUPING ARRANGEMENTS

- Whole viewing of movie
- Independent completion of opinion paragraph
- Group discussion

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

- It appears that there are several versions of the movie, "The Ransom of Red Chief" by O. Henry. The choice is up to the teacher and the availability of funding for purchase.
 - [1998 release starring Christopher Lloyd](#), Haley Joel Osment, and Michael Jeter
 - [1977 release starring Strother Martin has a 24-minute run time.](#)
 - [1949 version in O Henry's Full House](#) also includes "The Gift of the Magi"
 - [1949 VERSION WITH FRED ALLEN IS ALSO AVAILABLE ON YOUTUBE](#)
- Comparison Graphic Organizer

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS**Period 1**

- Prior to starting the video, inform students that they will be asked to write an opinion piece (paragraph or two) regarding one of the following claims, and they must support the claim with evidence from the text and/or movie.
 - The text version of “Ransom of Red Chief” is better than the video version.
 - The video version of “Ransom of Red Chief” is better than the text version
- Students will view the video and complete the graphic organizer as they watch, being sure to jot down notes to support their opinion on text vs. video quality.
- Students will write a 1-2 paragraph opinion essay, taking a stand on whether “Ransom of Red Chief” text or video is best. Supply students with the rubric exemplars prior to writing.

Period 2

- As a whole group, share ideas from their opinion pieces.
- Answer guiding questions in small groups or as an entire class.
 - How did the film add to or detract from your original thoughts on each of the main characters: Sam, Bill, and Red Chief?
 - What visual qualities added to the setting?
 - How did the movie dialogue align with the original text?
 - What makes it difficult to turn text into a multimedia product, such as a movie?
 - What might you have done differently to tell the story of Red Chief in a multimedia fashion?
 - Consider today’s quote. Can you make another simile that compares books to movies?
- Teacher may have students submit notes and opinion writing for a grade.

VIII. HOMEWORK

- Period 1 Homework – Complete the opinion writing, checking for at least 3 pieces of textual evidence.
- Continue thinking about a “mini-memoir” topic to be addressed in Lesson 3: *Were you ever a bit naughty for a babysitter, grandparent, aunt, uncle, teacher, or even mom or dad?* If possible, ask the other person involved to share his/her perspective of the circumstances surrounding that time.

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

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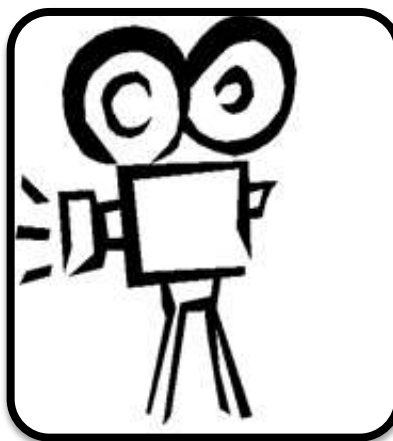
- In groups of three, have students re-enact a scene from the short story.
- Read a second O. Henry short story, and compare its plot structure and characters to those in "Ransom of Red Chief."

X. LESSON HANDOUTS OR ASSESSMENTS

- Handout 5 M 2.1 Comparison Graphic Organizer
- Handout 5 M 2.2 Opinion Piece Writing Rubric

Handout 5 M 2.1 Comparison Organizer **Name**_____**Text to Movie Graphic Organizer**

Complete the columns, listing what you noticed about the text, the movie, and both. This can be “likes”, “dislikes”, or general information. You may use this to complete your opinion writing on which is better: books or movies.



Text

Both

Movie

Handout 5 M 2.2 Opinion Writing Rubric **Name** _____**Opinion Writing Rubric** (To be given to students prior to writing.)

Teacher may assign point values.

	Exemplary	Satisfactory	Needs Improvement
Introductory Sentence	Introductory statement clearly states the writer's claim.	Introductory statement leaves doubt regarding the claim.	Introductory statement is missing or unclear in nature.
Textual Evidence	At least three pieces of strong textual evidence, and/or evidence in the video, support the claim.	At least two pieces of strong textual evidence, and/or evidence in the video, support the claim.	One piece of evidence supports the claim, or evidence is weak.
Writing Conventions	Writing is free of major convention errors.	1-2 errors that do not affect meaning	3 or more errors, or errors detract from meaning

LESSON NUMBER 3**LESSON TITLE: “MISCHIEVOUS MINI-MEMOIR”****I. OVERVIEW OF THE LESSON**

“I will say, with memoir, you must be honest. You must be truthful.” – Elie Wiesel, author of *Night*

- Writing a short narrative/memoir

*A note about the concept of structure: Consider the concept of **structure** in writing – organizational structure; sentence structure; structure of memoir, in this case.*

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

- To write a narrative using sensory details, dialogue, and appropriate sequencing
- To experiment with the use of figurative language and stylistic devices

III. INDIANA ACADEMIC STANDARDS

- 5.W.1, 3.3, 4, 6.1, 6.2
- 5.RV.1, 2.1, 2.2, 3.1, 3.3
- 5.SL.2.1-2.5

IV. INSTRUCTIONAL TIME NEEDED

- 3 class periods

V. GROUPING ARRANGEMENTS

- Individual planning and writing
- Peer editing; teacher editing

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

- Excerpts from a variety of memoirs, appropriate for middle school students – suggestions:
 - *Middle School: The Worst Years of My Life* by James Patterson
 - *Boy* by Roald Dahl
 - *Knucklehead: Tall Tales and Almost True Stories of Growing Up Scieszka* by Jon Scieszka.
 - *Rocket Boys* by Homer Hickam.
 - *When I Was Puerto Rican* by Esmeralda Santiago
 - *Farewell to Manazhar* by Jeanne Wakatsuki Houston
 - *A Girl from Yamhill* by Beverly Cleary
 - *Bad Boy* by Walter Dean Myers
 - *A Girl from Yamhill* by Beverly Cleary
 - *Bad Boy* by Walter Dean Myers

- Writing Assignment Handout
- Sensory Details Editing Handout

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

Period 1

- Introduce students to the genre of memoir. You may use the writing assignment handout as a guide for both students and teacher. Explain that it is a true story, often written in personal narrative style. It differs from autobiography in a couple of significant ways:
 - It is a snapshot in time, not an entire lifetime.
 - It is the writer's truth – the event as he remembers it or perceives it.
 - It offers readers the author's reflection on the event itself, its meaning, and/or a lesson learned.
- Read excerpts from 2-3 memoirs that will serve to model the writing style.
- Explain that the next two days will be devoted to writing workshop for the mini memoir.
- For the sake of this narrative writing, considering "The Ransom of Red Chief" as inspiration, students may take some "literary license" and include hyperbole that stretches the truth a bit... a word play on the "mischievous" part of the lesson title.

Periods 2-3

- Students might be best served in a writer's workshop format where each student is allowed his own time to write, revise, edit, meet 1:1 with the teacher, and give/receive peer feedback.
- Some type of "tracking" chart can assist the teacher in knowing where each student is in the writing process. It can also help keep students moving on the writing! An inexpensive suggestion is to put student names on craft sticks with magnet tape on the back. Write the various stages as headings on the white board – planning, rough draft, editing, final draft – and students move their names to the appropriate heading. There may also be heading to receive 1:1 teacher time so that each student has the opportunity to check in with an adult editor.

VIII. HOMEWORK

- Period 1 Homework – Complete an outline or graphic organizer for the memoir.
- Period 2 Homework – Complete the rough draft.
- Period 3 Homework – Final draft will be due at the start of the next class.

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

- Encourage students to choose a memoir for independent reading.

X. LESSON HANDOUTS OR ASSESSMENTS

- Handout 5 M 3.1 Mischievous Mini Memoir Assignment Sheet
- Handout 5 M 3.2 Sensory Details Editing Handout

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Handout 5 M 3.1

Name _____

Narrative Writing Assignment: A Mischievous Mini-Memoir

"A memoir is how one remembers one's own life, while an autobiography is history, requiring research, dates, facts double-checked." - Gore Vidal, from his memoir *Palimpsest*

Gore Vidal wrote many novels, essays, and screenplays. You might recognize the historical drama, *Ben Hur*, which won the Academy Award in 1959, as one of his major works.

Over the past few days you have been asked to consider this question:

Were you ever a bit naughty for a babysitter, grandparent, aunt, uncle, teacher, or even mom or dad?

Now you will have the opportunity to write about this event in a mischievous memoir, giving it your own voice. Some guidelines to help you as you think about writing a mini-memoir (approximately 2 double-spaced pages in length):

- You are the main character, so write in first person (I, me, my).
- Your thoughts and feelings are given in the memoir – reflections, lesson(s), etc.
- Readers have enough background information to understand the story.
- Readers are engaged through sensory details and descriptions.
- The dialogue sounds *real*!
- Unnecessary information is left out of the memoir.
- There is a clear beginning, middle, and end to the story.

Planning Timeline

- Period 1
 - What is a memoir?
 - Pre-writing – outline or graphic organizer
 - Finish planning as HW
- Period 2
 - Rough draft
 - Begin edit process
 - Finish rough draft as HW
- Period 3
 - Revise, edit with peers/teacher (use the sensory details document)
 - Homework – Complete the final draft.

Rubric Exemplars**Ideas**

The experience is significant, memorable, and worthy of sharing

Organization

The opening catches the reader's attention; middle is well developed, engaging the reader in the event; conclusion offers reflection and insight into the event

Sensory Details

Description and elaboration are precise and meaningful

Word Choice

Precise, vivid words and phrases spark the reader's attention

Conventions

Writing is free of conventions errors

Try to include hyperbole, irony, humor, or figurative language . . . channel your inner O. Henry!

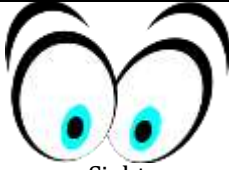




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Handout 5 M 3.1

Name_____

Sensory Details Editing - Mini-Memoir

Have at least two other people read your memoir. They should list excerpts where they find sensory details.

Sensory Details	Excerpts found by my editors
 Sight	
 Sound	
 Taste	
 Touch (Feel)	
 Smell	

- What is the **meaning** and **message** in the memoir?
- Is there evidence of figurative language or other stylistic devices?

LESSON NUMBER 4**LESSON TITLE: "BECOMING A SOLAR SYSTEM SCHOLAR"****I. OVERVIEW OF THE LESSON**

"What we observe as material bodies and forces are nothing but shapes and variations in the structure of space." – Erwin Schrodinger, Austrian physicist

- Research and expository writing

A note about the concept of structure: The structure of the solar system provides an excellent interdisciplinary science link to the language arts research/writing standards. Students will also learn to structure a research design, an expository writing piece, and source citations.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

- To research a topic, drawing information from a variety of texts/sources
- To write an expository piece that examines a topic in detail

III. INDIANA ACADEMIC STANDARDS

- 5.RN.1, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2
- 5.RV.1, 3.2
- 5.W.1, 3.2, 4, 5, 6.1, 6.2
- 5.SL.2.1-2.5

IV. INSTRUCTIONAL TIME NEEDED

- 4-5 class periods

V. GROUPING ARRANGEMENTS

- Whole group examining text structure and mini lessons on the research model
- Individual planning and writing
- Peer editing; teacher editing

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

- Science textbook
 - Access to the school media center or a variety of solar system books on a cart
 - Computers/Internet
 - A variety of internet sites about the solar system, appropriate for middle school students
- Suggestions to get started:
- http://www.cosmos4kids.com/files/solsyst_intro.html
 - easy to navigate – includes information on all planets
 - <http://teacher.scholastic.com/researchtools/researchstarters/space/>
 - excellent starting place for research with many recommended links outside of the Scholastic website

- <http://amazing-space.stsci.edu/resources/explorations/>
 - interactive resources and explorations including black holes, comets, stars and more
 - <http://nineplanets.org/>
 - 8 planets, one star – links to additional research on each
 - <http://pds.jpl.nasa.gov/planets/>
 - sponsored by NASA; easy navigation
-
- MLA citation examples or access to Noodle Tools or other online citation program
 - Structuring My Research Handout
 - Research Log Handout
 - Editing Handout
 - Expository Writing Rubric

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

At the time of this writing, Indiana's 5th grade earth science standards include the following requirement.

SCI.5.2.1 2010

Recognize that our earth is part of the solar system in which the sun, an average star, is the central and largest body. Observe that our solar system includes the sun, moon, seven other planets and their moons, and many other smaller objects like asteroids and comets.

While an overview may be part of the science textbook, this research project will offer students choice and an opportunity to delve deeper into a high-interest topic. Its interdisciplinary nature provides a judicious use of time.

Period 1

- Mini-Lesson: Spend some time exploring the science textbook's structure on the section on the solar system. Compare it to one or more of the books from the media center, focusing on the different organization patterns (cause/effect, chronological, comparison, etc. *5.RI.5*)
- Guiding Questions
 - What differences do you notice between textbook structure and other informational texts?
 - Why might textbooks have limited information vs. greater detail on various topics?
 - How does the text structure offer beneficial comprehension clues when one is reading and researching a topic?
 - What type(s) of text structure do you prefer? Why?
- Explain the research project, and have students work in smaller groups to brainstorm and record their questions about the solar system. Then return as a large group and record their questions for all to see. Assist in narrowing topics that are too large for the intent of this research.

- As homework, students should choose at least two questions that they would like to explore in greater detail. You may want to give them a list of suggested online sites to help them determine if there will be adequate information on their topic choices.

Periods 2-3-4

- Mini-Lessons may be needed and can be taught prior to each day's work sessions:
 - Organizing research
 - Effective Peer Editing
 - Citing Sources
 - Formatting written work on the computer
- As in Lesson 3, students might be best served in a writer's workshop format where each student is allowed his own time to write, revise, edit, meet 1:1 with the teacher, and give/receive peer feedback.
- As in Lesson 3, some type of "tracking" chart can assist the teacher and the student. An inexpensive suggestion is to put student names on craft sticks with magnet tape on the back. Write the various research stages as headings on the white board – topic check, active research using the research log; outline, rough draft, editing, final draft, sources cited page – and students move their names to the appropriate heading. There may also be heading to receive 1:1 teacher time so that each student has the opportunity to check in with an adult editor.

VIII. HOMEWORK

- The teacher may wish to "chunk" the research stages into smaller due dates, and students' homework will depend on their progress in class.

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

- Interdisciplinary connection to science
- This research might be extended to offer students the opportunity to write persuasively and debate about the topic of space exploration:
 - The National Forensic League that promotes debating skills for high school students, and which suggests topics for debate teams, used the following topic as their 2011-2012 policy debates - *Resolved: The United States federal government should substantially increase its exploration and/or development of space beyond the Earth's mesosphere.*

X. LESSON HANDOUTS OR ASSESSMENTS

- Handout 5 M 4.1 Structuring My Research Handout
- Handout 5 M 4.2 Research Log Handout
- Handout 5 M 4.3 Editing Handout
- Handout 5 M 4.4 Expository Writing Rubric

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Handout 5 M 4.1 Research

Name_____

Structuring My Research

"In much of society, research means to investigate something you do not know or understand."

-Neil Armstrong

"If we knew what it was we were doing, it would not be called research, would it? - Albert Einstein

1. What question will you consider in this research project? What do you want to know?

2. Find 4-5 articles about your topic. Use the Research Log handout to help you organize your findings and keep track of your sources. Be sure to read the information and then put the key points into your own words to avoid plagiarism!

3. After you complete the active research phase, analyze your research log and determine what major conclusion you have drawn or how you have answered your guiding question. Write that conclusion below.

4. Create an outline for your writing. The format below and the notes in your research log will help you.

- Opening Paragraph: Define the topic and hook the reader with an interesting bit of information.
- Body Paragraphs (may be more than 3)
 - Major Finding #1 – Supporting details
 - Major Finding #2 – Supporting details
 - Major Finding #3 – Supporting details
- Concluding Paragraph: Evaluate, analyze, and/or summarize the key ideas of your research. Consider how your guiding question was answered.

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5. You are now ready to write: rough draft, revisions and edits, final draft.
6. Cite your sources using to MLA style. You may use Noodle Tools or other online programs to help you with this, if your teacher allows it. Here are the basics, though:

Book with one author:

Author's last name, First name and Middle initial [if available]. *Italicize Title*. Publication Location: Publishing Company, Year. Print.

Ex: Vogt, Gregory L. *The Solar System*. Edina, MN: Capstone Press, 2003. Print.

Encyclopedia

"Title of Article or Entry." Title of Reference Work. Edition. Year. Format.

Ex: "Venus." The New Encyclopaedia Britannica: Macropaedia. 15th ed. 1998. Print.

Webpage

Last name, First name. "Article Title." *Website Title*. Publisher of Website, Day Month Year article was published. Web. Day Month Year article was accessed. <URL>.

Ex: "Venus." *Solar System Exploration*. National Aeronautics and Space Administration. 2 July 2013. Web. 20 August 2013. <solarsystem.nasa.gov>.

[Purdue Online Writing Lab](#) is an excellent writing resource for citations and so much more!

7. You're now an official Solar System Scholar!



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Handout 5 M 4.2

Name _____

Research Log: Solar System Scholar

Research Question: _____

Find 4-5 articles about your topic – print or online. Organize each on a separate sheet of paper or document, using the following format as a guideline. Be sure to put the key points in your own words to avoid plagiarism. You will need to complete the information below for each of your sources.

Complete as much of the citation information that you need or can find:

Article Title -

Author -

Publisher -

Place of Publication -

Date of Publication –

Website –

Date accessed –

Key informational points from this article:

➤

➤

➤

➤

➤

Major conclusion or main idea that this source/author offers about my topic:

➤

Similarities or differences from other sources:

➤

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Handout 5 M 4.3

Name_____

Peer- and Self-Editing Checklist

Offer meaningful and helpful feedback! Place your initials next to each checkmark once you have checked that area.

Organization

- ✓ Introduction tells about the topic or guiding question and “hooks” the reader.
- ✓ Introduction has at least three sentences and clearly defines what information is to follow.
- ✓ There are at least three body paragraphs.
- ✓ Each body paragraph has a main idea with at least three supporting details
- ✓ The conclusion paragraph offers an answer to the guiding question and/or summarizes the findings.

Ideas and Transitions

- ✓ The ideas flow logically and make sense.
- ✓ Transitions are smooth.
- ✓ The information is presented in an interesting fashion.

Word Choice and Sentence Structure

- ✓ Precise words are used for the topic.
- ✓ Sentence structure is varied - simple, compound, and complex sentences

Conventions

- ✓ Check for ...
 - ☐ Misspelled words
 - ☐ Grammar errors
 - ☐ Punctuation errors
 - ☐ Run-on Sentences
 - ☐ Fragments

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Handout 5 M 4.3**Name**_____**Expository Writing Rubric**

	Exemplary	Satisfactory	Needs Improvement
Organization	<ul style="list-style-type: none"> -Strong introduction, development, and conclusion -Natural transitions 	<ul style="list-style-type: none"> - Basic organization is apparent; introduction and/or conclusion may be weak -Transitions fit the purpose but may sound forced 	<ul style="list-style-type: none"> -Lack of organization; introduction or conclusion missing -Absent or ineffective transitions
Content	<ul style="list-style-type: none"> -Strong topic/thesis addresses the defining question -Quality and quantity of information educates the reader -Highly effective examples, evidence, and elaboration used to develop the ideas 	<ul style="list-style-type: none"> -Topic/thesis addresses the defining question -Information relates to the topic -Examples and evidence are somewhat limited or provide minimal support for the topic 	<ul style="list-style-type: none"> -Attempted topic/thesis statement, but it may be unclear -Information is minimal, unclear, or wanders from the topic -Examples and explanations are inaccurate, confusing, or omitted
Conventions	<ul style="list-style-type: none"> -No major mechanics errors -Correct grammar and usage contribute to clarity -Strong sentence variety -Citations are correctly formatted 	<ul style="list-style-type: none"> -Errors present, but they do not impede readability -Some functional variety of sentence structure -Includes citations; some formatting errors 	<ul style="list-style-type: none"> -Extensive errors impede readability -Mostly simple sentences; limited variety -Reader must reread to make sense of writing -Citations are missing or have extensive formatting errors

Teacher may assign appropriate percentages or ratings.

LESSON NUMBER 5**LESSON TITLE: "WHERE ARE THE ALIENS?"****I. OVERVIEW OF THE LESSON**

"The fancy that extraterrestrial life is by definition of a higher order than our own is one that soothes all children, and many writers." – Joan Didion, writer

- Listening to and summarizing a speaker's key points

Teacher's Note: The structure of our universe and the curiosity about extraterrestrial life is featured in the selected TED-Ed videos in this lesson. It is strictly informational and does not purport the existence of aliens.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

- To summarize the key point that a speaker makes and explain how it is supported by reasons and evidence

III. INDIANA ACADEMIC STANDARDS

- 5.SL.2.1-2.5, 3.1, 3.2
- 5.ML.1, 2.1, 2.2

IV. INSTRUCTIONAL TIME NEEDED

- 1 class period

V. GROUPING ARRANGEMENTS

- Option for whole group viewing or individual viewing
- Individual written key points
- Group sharing

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

- One or both of the following two TED-Ed talks, to be determined by teacher, and the ability to view them:
 - [Why Can't We See Evidence of Alien Life?](#) By Chris Anderson
 - Run time – approximately 6 minutes
 - Explores the Fermi Paradox and possible answers in kid-friendly terms; may be a bit easier to follow
 - [Calculating the Odds of Intelligent Alien Life](#) By Jill Tarter
 - Run time – approximately 7 minutes
 - Explains the Drake equation used by astrobiologists in kid-friendly terms; a bit more challenging
- Summarizing Key Points Handout

- Computers for each student (optional)

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

- One of these videos may be shown the whole group, and students record key points and supporting details individually.
- An alternative is to scaffold the listening activity by allowing students the choice of which video they will use for the activity. Individual computer access would be necessary for this choice.
- Regroup as a whole class after the video(s) and debrief regarding key points recorded.
- Guiding questions:
 - What are the main ideas of the video?
 - What statement can we make that the speaker would probably agree with? Disagree with?
 - Is there such a thing as *evidence* and/or *support* when exploring questions that have no answers, such as this? Explain.
 - How were the visual animations helpful to your comprehension of the speaker's points?
 - How might SETI's work change the way we look at space exploration?
 - Why might the speaker leave us with more questions than answers?

VIII. HOMEWORK

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

- TED-Ed and TED talks are rich sources for listening skills and links to many topics of interest to all ages. Consider them for future lessons.

X. LESSON HANDOUTS OR ASSESSMENTS

- Handout 5 M 5.1 Summarizing Key Points handout

Handout 5 M 5.1

Name_____

Summarizing Key Points

Major topic (main idea) explored in the video: _____

➤ Key point _____

○ Evidence or support

➤ Key point _____

○ Evidence or support

➤ Key point _____

○ Evidence or support

LESSON NUMBER 6**LESSON TITLE: “AND NOW FOR THE NEWS”****I. OVERVIEW OF THE LESSON**

“But there’s a big difference between say, reporting on a story and simply making up a story.” – Errol Morris, an American film director

- Using facts and details from previous research, along with a little imagination, to present a news broadcast.

Teacher’s Note: This lesson combines the research that students have completed on the solar system with the video information from the previous lesson. It allows students the opportunity to invent “news” of an extraterrestrial civilization found in the universe. Consider your community’s make-up to determine if this activity might be deemed controversial.

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

- To synthesize ideas
- To report on a topic, including meaningful supporting details and graphics
- To apply critical and creative thinking

III. INDIANA ACADEMIC STANDARDS

- 5.RN.3.1, 4.2
- 5.SL.1, 2.1-2.5, 4.1, 4.2
- 5.ML.1, 2.1, 2.2

IV. INSTRUCTIONAL TIME NEEDED

- 2 class periods for work time; 1 class period to present

V. GROUPING ARRANGEMENTS

- Small groups
- Present to large group

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

- Students may need to reference TED-Ed talks from Lesson 5:
 - [Why Can’t We See Evidence of Alien Life?](#) By Chris Anderson
 - Run time – approximately 6 minutes
 - Explores the Fermi Paradox and possible answers in kid-friendly terms; may be a bit easier to follow
 - [Calculating the Odds of Intelligent Alien Life](#) By Jill Tarter
 - Run time – approximately 7 minutes

- Explains the Drake equation used by astrobiologists in kid-friendly terms; a bit more challenging

- Access to computers with presentation software
- Problem Statement Handout (“And now for the news...”)

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

- Determine small groups of 2-3 for this activity.
- Students act as reporters who must report the news that intelligent life has been discovered in our solar system. They are to use the facts and details from their research projects (Lesson 4) and the video (Lesson 5) to provide the backdrop for the “invented” life form. Graphics must be included in the 1-2 minute news broadcast.
- 2 class periods to writing, create graphics, and practice; 1 class period to present
- Guiding questions prior to work time:
 - What are some key elements in news broadcasts? How are they structured?
 - What makes a graphic an effective tool when presenting news?
 - What key qualities should a news anchor have?
 - How will you structure your report of this news event?
- Guiding questions after presentations:
 - Which news broadcast was most effective, in your opinion? Why?
 - What worked well for your group, and what might you do differently next time?

VIII. HOMEWORK

- During the workdays, students may need to complete some of the tasks as homework in order to finish on time.

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

- With extended time, students could film the broadcasts for presentation, offering additional technology use and problem-solving techniques.

X. LESSON HANDOUTS OR ASSESSMENTS

- Handout 5 M 6.1 “And now for the news...” Problem Statement Handout

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Handout 5 M 6.1**Name**_____**And now for the news ...**

As reporters for a major news group, you have learned that the SETI (Search for Extra Terrestrial Intelligence) Institute has discovered evidence of intelligent life in our solar system. It is your job to write and present a news report for this breaking news story, summarizing the details of the discovery for a wide viewing audience. Graphics and/or visual displays must be included to enhance your report.

- While this “news” is invented, you should use your research and the TED-ED video from the last lesson to help you address the issue.
- This graphic organizer might help you organize your ideas:

Who?**What?****When?****Where?****How?**

LESSON NUMBER 7

LESSON TITLE: "THE SCHOOL CALENDAR DEBATE"

I. OVERVIEW OF THE LESSON

"I never considered a difference of opinion in politics, in religion, in philosophy, as cause for withdrawing from a friend." –Thomas Jefferson

- Gathering facts to support an opinion regarding year-round school schedules

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

- To synthesize information from several texts to support an opinion
- To judge reliability and validity of informational text

III. INDIANA ACADEMIC STANDARDS

- 5.RN.1, 2.1, 2.2, 3.1, 3.3, 4.1, 4.2

IV. INSTRUCTIONAL TIME NEEDED

- 1 class period

V. GROUPING ARRANGEMENTS

- Individual research

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

- Some online resources to help students get started on researching year-round school or balanced school calendars.
 - *Going to School Year-Round*
<http://www.pbs.org/newshour/extra/features/july-dec01/year-round.html>
The authors explain the pros and cons of year-round schooling.
 - *Teaching in Year-Round Schools*
<http://www.kidsource.com/education/teach.year.round.html>
In this article, from the U.S. Department of Education, the authors focus on the costs and benefits of year-round school from the perspective of teachers.
 - *Summer Matters*
<http://www.summermatters.com/>
This website, from people who are opposed to year-round school, contains a variety of links, arguments, and articles.
 - *National Association for Year-Round Learning*
<http://www.nayre.org/>
This website is maintained by an organization that advocates for year-round schooling.

- Access to computers with internet
- Research Log Handout

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

Note to Teachers: Whether a school has a balanced calendar or maintains an agrarian calendar, this topic seems to evoke strong opinions in students. In this, the first of three lessons, students will choose a side and research evidence to support their opinion. In the next phase, they will hear and record evidence from both sides, prior to writing their final opinion paper. This sequencing is designed to encourage students to regard both sides of an issue before taking a final stance.

- Introduce students to the opinion topic and provide them with the websites to get them started on research. Individually, each will complete the research log, which will also serve as talking points for the next day's discussion.
- Encourage students to seek additional research, including interviews with adult family members and school staff members, if appropriate.
- Guiding questions prior to worktime:
 - What type of calendar is used in our school?
 - What are some reasons that the education leaders adopted that schedule for our school?
 - Should students help make this type of decision? Why or why not?
 - Why is it important to know the pros and cons of both sides of an issue?
 - How will we assess the validity and reliability of our sources?
 - What kinds of bias might we see in our research?
 - How can we handle the dilemma of using potentially biased research, if it serves our opinion?

VIII. HOMEWORK

- Complete the research, as needed, as homework.

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

X. LESSON HANDOUTS OR ASSESSMENTS

- Handout 5 M 7.1 Research Log Handout

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Handout 5 M 7.1

Name_____

Research Log: Year-Round School

Opinion: Choose one claim.

→ I am in favor of year-round school, also known as a balanced school calendar.

→ I am opposed to year-round school, also known as a balanced school calendar.

Complete one of the research logs for each of the articles you read.

Article Title –

Author(s)–

Key supporting details for my opinion



Major conclusion or main idea that this source/author offers about my topic:



LESSON NUMBER 8**LESSON TITLE: "CONSIDERING ALL SIDES"****I. OVERVIEW OF THE LESSON**

"Too often we . . . enjoy the comfort of opinion without the discomfort of thought." – John F. Kennedy

- Using a discussion web to consider both sides of an issue

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

- To present an opinion, using relevant supporting details
- To build upon the ideas and information presented by others

III. INDIANA ACADEMIC STANDARDS

- 5.SL.1, 2.1-2.5, 3.2, 4.1

IV. INSTRUCTIONAL TIME NEEDED

- 1 class period

V. GROUPING ARRANGEMENTS

- Groups of 5-8 students

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

- Discussion Web Handout

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

- Explain that today's discussions provide an opportunity to hear and respect the opinions and support expressed by classmates. It is not a formal debate, but rather a critical thinking discussion where we can learn from each other's information.
- Arrange students in groups of 5-8 so that each has an opportunity to speak. If possible, be sure that there is a representation of both sides in each group. (If opinions are heavily skewed, discussion may need to be whole group, and the teacher may have to offer reasons and rationale from the opposing viewpoint.)
- Distribute discussion webs and explain how they can be used to enhance one's opinion or to provide additional information that might change one's opinion . . . an acceptable option for students prior to writing the opinion paper.
- Students will use their notes from the previous lesson to present their arguments on their position.
- Guiding questions after the students have had an opportunity to present their opinions:
 - Did anyone change his/her opinion on the issue? Why?

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- What were some of the most compelling arguments for or against year-round school that you heard in your group?
- In what ways will today's discussion enhance your opinion writing?
- How does today's quote impact our discussion?

VIII. HOMEWORK

- Students should organize and/or add to their research, based on today's discussion

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

X. LESSON HANDOUTS OR ASSESSMENTS

- Handout 5 M 8.1 Discussion Web

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Handout 5 M 8.1

Name_____

Discussion Web: Year-Round School

Complete the chart, citing reasons and evidence from your peers.



Yes, there should be year-round school.

• Reasons and Evidence



No, there should not be year-round school.

• Reasons and Evidence

LESSON NUMBER 9

LESSON TITLE: "A WELL-WRITTEN ARGUMENT"

I. OVERVIEW OF THE LESSON

"Knowledge is true opinion." -Plato

- Supporting an opinion in writing

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

- To write persuasively with relevant supporting details
- To improve writing with guidance on revisions and edits

III. INDIANA ACADEMIC STANDARDS

- 5.W.1, 3.1, 4, 5, 6.1, 6.2
- 5.RV.1
- 5.SL.2.1-2.5

IV. INSTRUCTIONAL TIME NEEDED

- 2 class periods

V. GROUPING ARRANGEMENTS

- Individual writing
- Fluid movement for peer and teacher editing time

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

- Hamburger Model Handout
- Persuasive/(Argumentative) Writing Rubric

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

- While students may already be familiar with the hamburger model for organizing their writing, the teacher may want to review how to organize an opinion piece of writing using this model.
- Conduct the class periods as a writing workshop, giving students opportunity for writing, revising, and editing. Students should take the time to revise their work in terms of the quality of the writing and the quantity of support they give the claim.
- Consider using a tracking system as suggested in previous writing workshop lessons (Lessons 3 and 4) to determine where students are in the writing process.
- Require each student to edit with peers and evaluate his own writing, using the rubric.

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- Meet with each student to discuss his self-assessment and offer suggestions for improvement, prior to submitting the writing for a grade.
- Discussion questions:
 - Consider this quote by William Zinsser - *"Rewriting is the essence of writing well: it's where the game is won or lost."* What does he mean by this? Do you agree or disagree? Why?
 - What is the hardest part of revising?
 - What strategies have you found that make it easier?
 - Compare the structures of narrative, persuasive, and informational writing. Which do you prefer and why?

VIII. HOMEWORK

- Students may need to work on written drafts as homework to keep on schedule.

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

X. LESSON HANDOUTS OR ASSESSMENTS

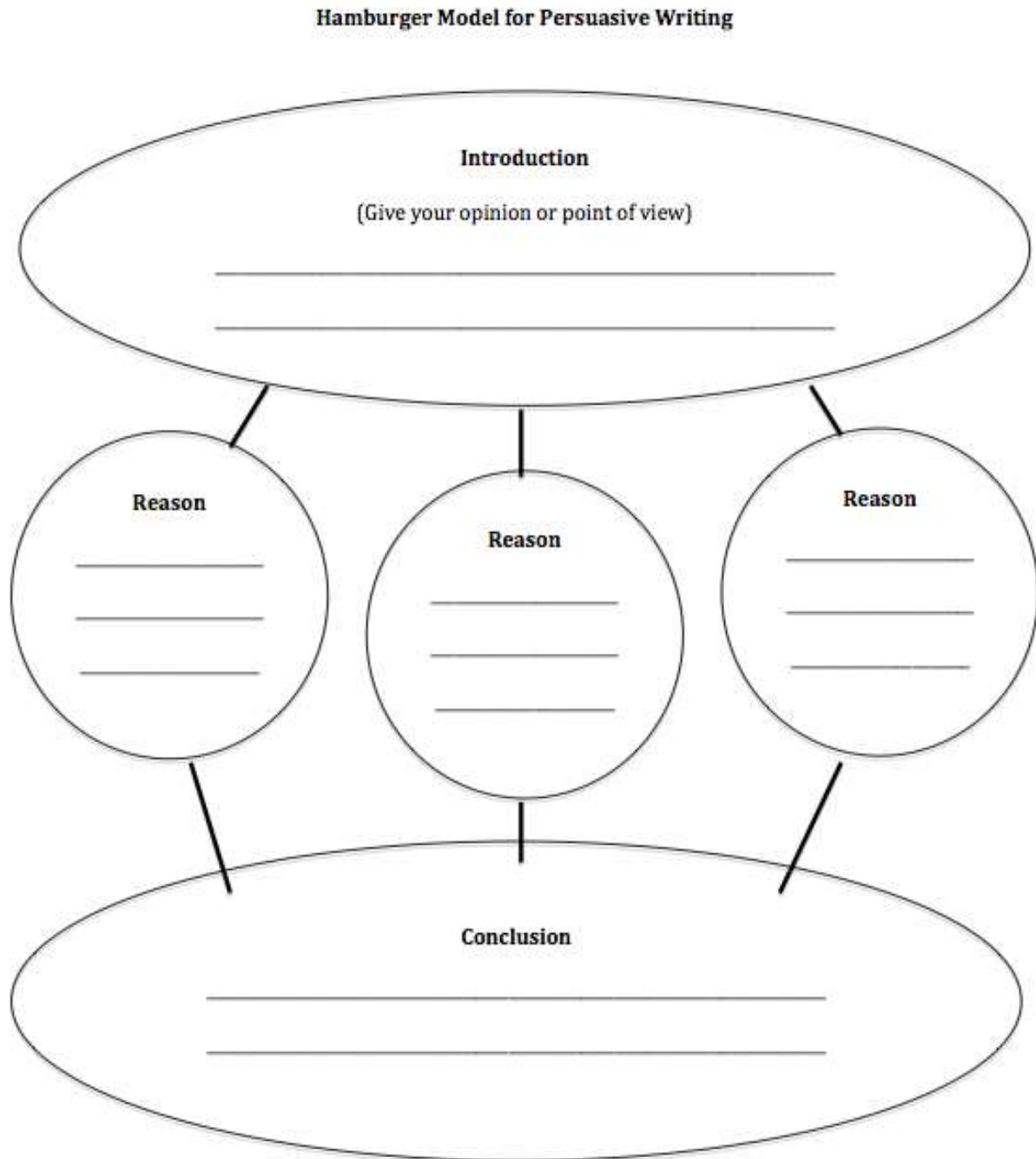
- Handout 5 M 9.1 Hamburger Model Handout
- Persuasive (Argumentative) Writing Rubric

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Handout 5 M 9.1

Name _____

Hamburger Model for Persuasive Writing



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Handout 5 M 9.2**Name**_____

Writing Rubric Use for peer-edits, self-assessment, and teacher evaluation				
	4	3	2	1
THESIS STATEMENT OR CLAIM	Forcefully and effectively serves persuasive purpose; thesis/claim is clearly stated with evidence of support to follow	Provides a persuasive purpose; thesis/claim is stated	Provides some outlook on the persuasive purpose; thesis/claim is unclear	Shows little attention to the persuasive purpose; thesis or claim is not evident
ORGANIZATION	Uses clear, consistent organizational strategy with an introduction, support, and conclusion	Uses clear organizational strategy with occasional inconsistencies	Uses inconsistent organizational strategy	Shows lack of organizational strategy; writing is confusing
ELABORATION	Provides specific, well-elaborated support for the writer's position; may address opposing viewpoint(s)	Provides elaborated support for the writer's position and stated thesis/claim	Provides some support, but with little elaboration to support the thesis or claim	Lacks support
CONVENTIONS -Grammar -Spelling -Punctuation -Capitalization	Flow of paper is enhanced by skillful application of mechanics; No major errors	Minimal errors (1-3); mechanics and spelling are typical for grade level; uses transitions to connect ideas smoothly	Frequent errors (4-5) present, but content is readable; some transition of ideas	Serious errors make reading and understanding difficult; no transitions